

MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS

	UNITED STATES GOVERNMENT	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS.
<p>(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:</p> <p>(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;</p> <p>(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;</p> <p>(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;</p> <p>(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on</p>	<p>US Government & Politics</p> <p>Curricular Requirement 1: The course provides instruction in each of the following six topics outlined in the Course Description: Constitutional Underpinnings of United States Government; Political Beliefs and Political Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of national Government; Public Policy; and Civil Rights and Civil Liberties.</p> <p>Scoring Component 1: The course provides instruction in constitutional underpinnings of United States Government.</p> <p>Scoring Component 2: The course provides instruction in Political Beliefs, Political Behaviors, and Elections.</p> <p>Scoring Component 3: The course provides instruction in Interest Groups.</p> <p>Scoring Component 4: The course provides instruction in Political Parties</p> <p>Scoring Component 5: The course provides instruction in Mass Media</p> <p>Scoring Component 6: The course provides instruction in Institutions of National Government.</p> <p>Scoring Component 7: The course provides instruction in Public Policy and Public Policy Areas.</p>	<p>I. Interrelated Disciplines and Skills</p> <p>A. Spatial analysis of physical and cultural processes that shape the human experience</p> <ol style="list-style-type: none"> 1. Use the tools and concepts of geography appropriately and accurately. 2. Analyze the interaction between human communities and the environment. 3. Analyze how physical and cultural processes have shaped human communities over time. 4. Evaluate the causes and effects of human migration patterns over time. 5. Analyze how various cultural regions have changed over time. 6. Analyze the relationship between geography and the development of human communities. <p>B. Periodization and chronological reasoning</p> <ol style="list-style-type: none"> 1. Examine how and why historians divide the past into eras. 2. Identify and evaluate sources and patterns of change and continuity across time and place. 3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history. <p>C. Change and continuity of political ideologies, constitutions, and political behavior</p> <ol style="list-style-type: none"> 1. Evaluate different governmental systems and functions. 2. Evaluate changes in the functions and structures of government across time. 3. Explain and analyze the importance of civic

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<p>the development of the U.S. government; (E) examine debates and compromises that impacted the creation of the founding documents; and (F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.</p> <p>(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to: (A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.</p> <p>(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to: (A) understand how population shifts affect voting patterns; (B) examine political boundaries to make inferences regarding the distribution of political</p>	<p>Scoring Component 8: The course provides instruction in Civil Rights and Civil Liberties.</p> <p>Curricular Requirement 2: The course provides students with practice and interpreting data and other information relevant to United States government and politics.</p> <p>Scoring Component 9: The course provides students with practice analyzing and interpreting data.</p> <p>Scoring Component 10: The course provides students with practice analyzing information relevant to US government and politics.</p> <p>Curricular Requirement 3: The course includes supplemental readings, including primary source materials (such as The Federalist Papers) and contemporary news analyses that strengthen student understanding of the curriculum.</p> <p>Scoring Component 11: The course includes supplemental readings, including primary source materials (such as the Federalist Papers).</p> <p>Scoring Component 12: The course includes supplemental readings, including contemporary news analyses that strengthen student understanding of the curriculum.</p>	<p>engagement.</p> <p>D. Change and continuity of economic systems and processes</p> <ol style="list-style-type: none"> 1. Identify and evaluate the strengths and weaknesses of different economic systems. 2. Analyze the basic functions and structures of international economics. <p>E. Change and continuity of social groups, civic organizations, institutions, and their interaction</p> <ol style="list-style-type: none"> 1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves. 2. Define the concept of socialization and analyze the role socialization plays in human development and behavior. 3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society. 4. Identify and evaluate the sources and consequences of social conflict. <p>F. Problem-solving and decision-making skills</p> <ol style="list-style-type: none"> 1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly. 2. Analyze ethical issues in historical, cultural, and social contexts.

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<p>power; and (C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.</p> <p>(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to: (A) identify the significance to the United States of the location and key natural resources of selected global places or regions; and (B) analyze how U.S. foreign policy affects selected places and regions.</p> <p>(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to: (A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels; (B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; (C) compare the role of government in the U.S. free enterprise system and other economic systems; and (D) understand how government taxation and regulation can serve as restrictions to private</p>	<p>Curriculum Requirement 4: The course requires students to answer analytical and interpretive free response questions on a frequent basis. Scoring Component 13: The course requires students to answer analytical and interpretive free response questions on a frequent basis.</p> <p>AP Comparative Government & Politics</p> <p>Curriculum Requirement 1: The course provides instruction in each of the following six topics outlined in the Course Description: Introduction to Comparative Politics; Sovereignty, Authority, and Power; Political Institutions; Citizens, Society, and the State; Political and Economic Change; Public Policy. Scoring Component 1: The course provides instruction on an introduction to Comparative Politics. Scoring Component 2: The course provides instruction in Sovereignty, Authority, and Power. Scoring Component 3: The course provides instruction in State and Nation Scoring Component 4: The course provides instruction in Citizens and Society and the State.</p>	<p>II. Diverse Human Perspectives and Experiences A. Multicultural societies 1. Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism. 2. Evaluate the experiences and contributions of diverse groups to multicultural societies. B. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status) 1. Explain and evaluate the concepts of race, ethnicity, and nationalism. 2. Explain and evaluate the concept of gender. 3. Analyze diverse religious concepts, structures, and institutions around the world. 4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity. 5. Explain the concepts of socioeconomic status and stratification. 6. Analyze how individual and group identities are established and change over time.</p> <p>III. Interdependence of Global Communities A. Spatial understanding of global, regional, national, and local communities 1. Distinguish spatial patterns of human communities that exist between or within</p>

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<p>enterprise.</p> <p>(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:</p> <p>(A) examine how the U.S. government uses economic resources in foreign policy; and</p> <p>(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies.</p> <p>(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:</p> <p>(A) explain the importance of a written constitution;</p> <p>(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;</p> <p>(C) analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government;</p> <p>(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;</p> <p>(E) describe the constitutionally prescribed</p>	<p>Scoring Component 5: The course provides instruction in Political Institutions.</p> <p>Scoring Component 6: The course provides instruction in Political and Economic Change.</p> <p>Scoring Component 7: The course provides instruction in Public Policy.</p> <p>Curriculum Requirement 2: Six countries form the core of the course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The course uses concrete examples from these six countries, including contemporary political changes, to illustrate the six major content areas of the course.</p> <p>Scoring Component 8: The course uses concrete examples from China, Great Britain, Iran, Mexico, Nigeria, and Russia including contemporary political changes, to illustrate the six major content areas of the course.</p> <p>Curriculum Requirement 3: The course teaches students to compare and contrast political institutions and processes across countries and to derive generalizations.</p> <p>Scoring Component 9: The course teaches students to compare and contrast political institutions and processes across countries to derive generalizations.</p> <p>Scoring Component 10: The course introduces students to the interpretation and</p>	<p>contemporary political boundaries.</p> <p>2. Connect regional or local developments to global ones.</p> <p>3. Analyze how and why diverse communities interact and become dependent on each other.</p> <p>B. Global analysis</p> <p>1. Apply social studies methodologies to compare societies and cultures.</p> <p>IV. Analysis, Synthesis, and Evaluation of Information</p> <p>A. Critical examination of texts, images, and other sources of information</p> <p>1. Identify and analyze the main idea(s) and point(s)-of-view in sources.</p> <p>2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).</p> <p>3. Evaluate sources from multiple perspectives.</p> <p>4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.</p> <p>5. Read narrative texts critically.</p> <p>6. Read research data critically.</p> <p>B. Research and methods</p> <p>1. Use established research methodologies.</p> <p>2. Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

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<p>procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government;</p> <p>(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today; and</p> <p>(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."</p> <p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p> <p>(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;</p> <p>(B) analyze the structure and functions of the executive branch of government, including the</p>	<p>analysis of data relevant to comparative government and politics.</p> <p>Curriculum requirement 4: The course introduces students to the analysis and interpretation of data relevant to comparative government and politics.</p> <p>Scoring Component 11: The course requires students to write analytical and interpretive essays.</p> <p>Curriculum Requirement 5: The course requires students to write analytical and interpretive essays frequently.</p> <p>Scoring Component 12: The course includes supplemental readings that contain contemporary news analyses, thereby strengthening the students' understanding of the curriculum.</p>	<p>3. Gather, organize, and display the results of data and research.</p> <p>4. Identify and collect sources.</p> <p>C. Critical listening</p> <p>1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.</p> <p>D. Reaching conclusions</p> <p>1. Construct a thesis that is supported by evidence.</p> <p>2. Recognize and evaluate counter-arguments.</p> <p>V. Effective Communication</p> <p>A. Clear and coherent oral and written communication</p> <p>1. Use appropriate oral communication techniques depending on the context or nature of the interaction.</p> <p>2. Use conventions of standard written English.</p> <p>B. Academic integrity</p> <p>1. Attribute ideas and information to source materials and authors.</p>

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<p>constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;</p> <p>(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;</p> <p>(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);</p> <p>(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;</p> <p>(F) analyze selected issues raised by judicial activism and judicial restraint;</p> <p>(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and</p> <p>(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.</p>		<p>I. Interrelated Disciplines and Skills</p> <p>A. Spatial analysis of physical and cultural processes that shape the human experience</p> <ol style="list-style-type: none"> 1. Use the tools and concepts of geography appropriately and accurately. 2. Analyze the interaction between human communities and the environment. 3. Analyze how physical and cultural processes have shaped human communities over time. 4. Evaluate the causes and effects of human migration patterns over time. 5. Analyze how various cultural regions have changed over time. 6. Analyze the relationship between geography and the development of human communities. <p>B. Periodization and chronological reasoning</p> <ol style="list-style-type: none"> 1. Examine how and why historians divide the past into eras. 2. Identify and evaluate sources and patterns of change and continuity across time and place. 3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history. <p>C. Change and continuity of political ideologies, constitutions, and political behavior</p> <ol style="list-style-type: none"> 1. Evaluate different governmental systems and functions. 2. Evaluate changes in the functions and structures of government across time. 3. Explain and analyze the importance of civic

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<p>(9) Government. The student understands the concept of federalism. The student is expected to:</p> <p>(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;</p> <p>(B) categorize government powers as national, state, or shared;</p> <p>(C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and</p> <p>(D) understand the limits on the national and state governments in the U.S. federal system of government.</p> <p>(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:</p> <p>(A) compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;</p> <p>(B) explain the process of electing the president of the United States and analyze the Electoral College; and</p> <p>(C) analyze the impact of the passage of the 17th Amendment.</p>		<p>engagement.</p> <p>D. Change and continuity of economic systems and processes</p> <ol style="list-style-type: none"> 1. Identify and evaluate the strengths and weaknesses of different economic systems. 2. Analyze the basic functions and structures of international economics. <p>E. Change and continuity of social groups, civic organizations, institutions, and their interaction</p> <ol style="list-style-type: none"> 1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves. 2. Define the concept of socialization and analyze the role socialization plays in human development and behavior. 3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society. 4. Identify and evaluate the sources and consequences of social conflict. <p>F. Problem-solving and decision-making skills</p> <ol style="list-style-type: none"> 1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly. 2. Analyze ethical issues in historical, cultural, and social contexts.

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<p>(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:</p> <p>(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels;</p> <p>(B) explain the two-party system and evaluate the role of third parties in the United States; and</p> <p>(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels.</p> <p>(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:</p> <p>(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics;</p> <p>(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and</p> <p>(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.</p>		<p>II. Diverse Human Perspectives and Experiences</p> <p>A. Multicultural societies</p> <p>1. Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism.</p> <p>2. Evaluate the experiences and contributions of diverse groups to multicultural societies.</p> <p>B. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)</p> <p>1. Explain and evaluate the concepts of race, ethnicity, and nationalism.</p> <p>2. Explain and evaluate the concept of gender.</p> <p>3. Analyze diverse religious concepts, structures, and institutions around the world.</p> <p>4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.</p> <p>5. Explain the concepts of socioeconomic status and stratification.</p> <p>6. Analyze how individual and group identities are established and change over time.</p> <p>III. Interdependence of Global Communities</p> <p>A. Spatial understanding of global, regional, national, and local communities</p> <p>1. Distinguish spatial patterns of human communities that exist between or within</p>

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<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p> <p>(A) understand the roles of limited government and the rule of law in the protection of individual rights;</p> <p>(B) identify and define the unalienable rights;</p> <p>(C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights;</p> <p>(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;</p> <p>(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and</p> <p>(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.</p> <p>(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</p>		<p>contemporary political boundaries.</p> <p>2. Connect regional or local developments to global ones.</p> <p>3. Analyze how and why diverse communities interact and become dependent on each other.</p> <p>B. Global analysis</p> <p>1. Apply social studies methodologies to compare societies and cultures.</p> <p>IV. Analysis, Synthesis, and Evaluation of Information</p> <p>A. Critical examination of texts, images, and other sources of information</p> <p>1. Identify and analyze the main idea(s) and point(s)-of-view in sources.</p> <p>2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).</p> <p>3. Evaluate sources from multiple perspectives.</p> <p>4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.</p> <p>5. Read narrative texts critically.</p> <p>6. Read research data critically.</p> <p>B. Research and methods</p> <p>1. Use established research methodologies.</p> <p>2. Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

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<p>(A) explain the difference between personal and civic responsibilities;</p> <p>(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;</p> <p>(C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and</p> <p>(D) understand the voter registration process and the criteria for voting in elections.</p> <p>(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:</p> <p>(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;</p> <p>(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and</p> <p>(C) understand the factors that influence an individual's political attitudes and actions.</p>		<p>3. Gather, organize, and display the results of data and research.</p> <p>4. Identify and collect sources.</p> <p>C. Critical listening</p> <p>1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.</p> <p>D. Reaching conclusions</p> <p>1. Construct a thesis that is supported by evidence.</p> <p>2. Recognize and evaluate counter-arguments.</p> <p>V. Effective Communication</p> <p>A. Clear and coherent oral and written communication</p> <p>1. Use appropriate oral communication techniques depending on the context or nature of the interaction.</p> <p>2. Use conventions of standard written English.</p> <p>B. Academic integrity</p> <p>1. Attribute ideas and information to source materials and authors.</p>

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<p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p> <p>(A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and</p> <p>(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.</p> <p>(17) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</p> <p>(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and</p> <p>(B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration</p>		

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<p>and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.</p> <p>(18) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:</p> <p>(A) understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and</p> <p>(B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.</p> <p>(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:</p> <p>(A) understand the potential impact on society of recent scientific discoveries and technological innovations; and</p> <p>(B) evaluate the impact of the Internet and other electronic information on the political process.</p>		

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<p>(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(B) create a product on a contemporary government issue or topic using critical methods of inquiry;</p> <p>(C) analyze and defend a point of view on a current political issue;</p> <p>(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;</p> <p>(E) evaluate government data using charts, tables, graphs, and maps; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>		

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<p>(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) use standard grammar, spelling, sentence structure, and punctuation;</p> <p>(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p> <p>(D) create written, oral, and visual presentations of social studies information.</p> <p>(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>		